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ABSTRACT

Effective use of career resource centers (CRCs) is dependent upon having good resources, good organization and management of the resources, purposeful access strategies (a variety of assessment activities and materials), and meaningful utilization of the information. Assuming that CRCs have good resources and are well organized and managed, a more effective approach to assessment and utilization is needed. The materials developed for the Ohio Vocational Interest Survey (OVIS II) illustrate the station approach, an individualized, self-instructional process in the use of career information resources. Students follow six steps in completing the OVIS II station: orientation, assessment, exploration, interpretation of OVIS II results, exploration of OVIS II clusters related to their highest measured interests, and educational planning. (Attachments include a description of the OVIS II system and the OVIS II station.) (YLB)

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MAKING MORE EFFECTIVE USE OF CAREER RESOURCE CENTERS

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at the American Vocational Association Convention
St. Louis, Missouri -- December 1982.

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Utilization of career information resources in career resource centers can be enhanced through individual exploration "stations." Through self-instructional activities, students can use interest inventories and self-assessment materials as a means to identify and explore career fields and to relate career information to educational planning.

Effective utilization of career resource centers is dependent upon (1) having good resources, (2) organization and management of the resources, (3) purposeful access strategies -- activities and materials, and (4) utilizing the information in a meaningful way.

Good Resources

Career information resources should include information on occupations, education and training programs, and employment opportunities. The information should be up-to-date and the focus should be upon career exploration, decision-making, and educational planning. In addition to media resources, (briefs, pamphlets, bound publications, audiovisuals, etc.), found in most career resource centers, experience resources also should be included such as shadowing experiences, field trips, career clubs, speakers, work experience, and simulation.

The National Vocational Guidance Association (NVGA) has developed guidelines for the evaluation of career information resources. These guidelines provide criteria to assist guidance personnel and others in the selection and evaluation of these resources.[1]

[1]Guidelines for the Preparation and Evaluation of Career Information Media -- Films, Filmstrips, and Printed Materials; The National Vocational Guidance Association; a Division of The American Personnel and Guidance Association; 1971

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Organization and Management of Resources

For effective utilization by students, counselors, and teachers, information needs to be organized. First, all of the resources available should be organized into one system. For example, computerized "systems" of occupational information currently being utilized are really subsystems. They should be considered as a type of resource the same as audiovisuals, looseleaf briefs, bound publications, and experience resources. Second, the organization of all resources should be by two methods -- (1) by individual occupation and (2) by groups or clusters of occupations. Access into available resources by occupations is important for those seeking information about a specific occupation. The location of information on an occupation contained in all resources should be readily available without requiring a search into each resource. The organization of occupations by groups or clusters of occupations facilitates career exploration of similar occupations and tends to expand students' understanding of the world of work. The grouping or clustering structure used should be tied to the career guidance/career education program efforts. Therefore, this structure can be used for orienting students to the world of work and also provide a means for relating occupational groups/occupations to the school subjects offered. This linkage between the world of work and school subjects facilitates use of the resources by classroom teachers in the infusion process.

One Career Information System specifically designed to meet the above organization recommendations is the AEL Career Information and published by McKnight Publishing Company. Information about this system can be found in the CIS Professional Manual.[2]

Purposeful Access Strategies

Access strategies to information in a CRC should include a variety of activities and materials. Career guidance courses or units usually involve the administration of standardized tests and inventories or self-assessment materials. One purpose of including assessment activities within

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[2]Career Information System Professional Manual; McKnight Publishing Company, Bloomington, Illinois; 1978

a course or unit is to help students understand the relationship between themselves and the world of work in context with other career development concepts. Also, group guidance activities stimulate student use of career information resources. These include activities such as career days, speakers, field trips, and career clubs. Through these experiences, students become aware of a variety of occupations and are stimulated to explore those that seem interesting to them. Individual counseling often stimulates career exploration as students review their experiences and are involved in planning their educational programs. Interest inventories and aptitude tests are usually included as part of the testing program available to students. These inventories and tests should provide results which can be directly related to the organizational structure of the career information resources. Last, but not least, classroom infusion of career information resources is an important access strategy. Students who have an interest and ability in subject content areas should be able to initiate exploration into occupations that utilize the knowledge and skills of the subject. Classroom teachers play an important role in identifying students with special interests and abilities and in stimulating their career exploration activities. Also, career information resources should be used within the classroom to illustrate the relationship between educational skill development and its utilization in the world of work. This involvement of classroom teachers necessitates that career information resources should be accessible by school subject or college major.

Utilizing Career Information Resources in a Meaningful Way

Utilization of resources should focus upon assisting students in identifying potential career fields related to their interests and abilities and to assist them with their educational planning. This should include helping students learn the process of career exploration and educational planning. This process includes decision-making, evaluation of career information, and relating career information to ones values and goals.

A "Station Approach"

In dealing with the presentation topic of "Making More Effective Use of Career Resource Centers," it will be assumed that the CRC's have good resources and are well organized and managed. Therefore, in making the CRC more effective, the last two aspects -- assessment and utilization, will be focused upon.

The "station approach" involves an individualized self-instructional process in the use of career information resources. A station is a location within a CRC. It can be a carrousel, table, or other similar type space from which students can work and use the self-instructional materials.

In discussing the station approach, the materials developed for the Ohio Vocational Interest Survey (OVIS II) will be presented to illustrate the process. However, the station concept and process can be applied to other inventories and assessment materials as well as to a variety of other guidance activities which provide a base for students to initiate career exploration.

The use of OVIS II within a station approach provides a way of assisting students who are "walk-ins" to the CRC asking for help in their career planning. Many times, these students have been involved in a previous guidance experience, but did not recognize a particular need for career exploration at that time. Sometimes, school scheduling requirements forces students to come to a realization that educational planning should be related to career exploration and preparation. In addition, a station approach provides an opportunity for students who have missed taking an interest inventory during the scheduled group administration to participate in the activity.

The OVIS II station provides for an individualized, yet structured, self-instructional process. Students are helped to understand the meaning of interests, what an interest inventory is, and how to use the results in career exploration and for educational planning.

Refer to the first handout. The chart, OVIS II Career Exploration System, illustrates the phases of the process a student moves through beginning with orientation and ending with educational planning. This Chart identifies the materials used in each phase and the students' major activities. The second handout, the OVIS II Sampler, provides an overview of all the materials. In setting up the OVIS II station, the system structure was used for the development of the Student Guide which provides the instructions to the students on how to use the materials and complete the activities.

One of the ways in which students can be assisted in making the decision on whether they wish to participate in the OVIS II station is through a brochure describing what it is, what is involved, how long it will take, and what they can accomplish with the activities. The next handout is an example of a brochure developed for one school system explaining the OVIS II Career Exploration Station. These brochures may be given to students who come into the CRC for help or may be handed out to a group of students to make them aware of the station opportunity. If a brochure is not used, then the type of information contained in the brochure should be considered in any presentation of the station to students.

The next handout, the OVIS II Career Exploration Station Student Guide, outlines the steps that students should follow in completing the station activities. The information contained in each step describes the materials they are to use and the activities they should complete. Note that in the Student Guide, specific information is boxed in describing where to obtain and return materials. Again, this Student Guide was developed for a specific school system, however, it can provide the base of information which can be modified to fit each individual CRC. Note that each phase illustrated in the OVIS II Career Exploration System Chart has been translated into steps and instructions.

At this point, I think it would be helpful to briefly touch upon each step in the Student Guide as a means of illustrating the types of experiences students have in career exploration and educational planning activities in completing the OVIS II station.

Step 1 -- Orientation

The major purpose of orientation is to help students understand what interests are, how they are measured, and why interests are important in career exploration. A filmstrip "Your Interests" was developed to provide an introduction to these concepts. In the Student Guide, questions are raised to help them recall important aspects from the filmstrip.

The next handout, The Career Planner (and instructions for its use in a group guidance approach), is the student consumable workbook that includes most of the activities for the OVIS II station. Note that in the Student Guide, as part of the orientation step, students complete Part I, the Career Planning Questionnaire (CPQ) in the Career Planner. The CPQ helps students identify present educational and career plans, including expressed interests, which provide a context for them to identify the consistency between their plans and their measured interests.

Step 2 -- Assessment

The next handouts are the Directions for Administering OVIS II, the Student Booklet, MRC Answer Folder, and a complimentary scoring certificate. In this step, students take OVIS II and fill in the information on the answer sheet from the Career Planning Questionnaire they completed in Step 1. Also, as part of the assessment process, a Preference Questionnaire is completed in Part II of the Career Planner. Therefore, in Steps 1 and 2, students are putting together information about themselves on expressed interests, future educational and vocational plans, measured interests, special abilities and aptitudes, and preferences for activities and situations related to their personal characteristics.

The next handouts, the Hand-Scorable Answer Folder and Norms and Scale Clarity Tables, provide another option for the administration of OVIS II. This self-scoring option does not provide all of the results obtainable for the machine processed form. It takes about 30 minutes to hand score and should not be done by students. If the hand-scorable edition is used, then Step 3 below should be omitted.

Step 3 -- Exploration

This step provides for career exploration activities while the machine processed answer sheet is being scored. In this interim activity, students initiate career exploration using their expressed interests and learn to use all of the available resources. Students complete Part III of the Career Planner and in the process learn how to use the Handbook for Exploring Careers and local CRC resources. The next handout, The Handbook, contains the descriptions of the 23 OVIS II clusters. These are the clusters students have used to identify their expressed interests.

Step 4 -- Interpretation of OVIS II Results

A filmstrip "Interpreting OVIS II" is used as an orientation to the interest inventory results. After viewing the filmstrip, students should have a general understanding of their results on the Student Report Form. The Report Form has complete interpretative information located on the back of the form. The next handout is an example of a Student Report Form. As part of the interpretation process, it is recommended that students see their counselors or a CRC technician for additional assistance, if needed.

Step 5 -- Exploration

Using Parts III and IV of the Career Planner and their OVIS II results, students learn the process of exploring OVIS II clusters related to their highest measured interests. The Handbook for Exploring Careers, is used with the Career Planner and Student Report Form. The OVIS II cluster descriptions are in the same format as the Worker Trait Group descriptions in the Guide for Occupational Exploration[3] and the AEL Worker Trait Group Guide.[4] The Worker Trait Groups are subclusters of the OVIS scales. In this step, students explore and evaluate the clusters as they narrow them down for more specific exploration. At least one cluster is explored at the occupational level.

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[3]Guide for Occupational Exploration; U.S. Department of Labor; 1979

[4]Worker Trait Group Guide; McKnight Publishing Company, Bloomington, Illinois; 1978

Step 6 -- Educational Planning

This is a very critical step in the process. It helps students evaluate occupational information, identify specific skills and training requirements, and to relate these skills and requirements to high school courses, college majors, and other educational programs available. Once students learn this process, they are able to explore other OVIS clusters and occupations and relate them to educational preparation requirements. As part of this step, the OVIS II station can be personalized to a school system's educational program offerings so that students can develop an individualized educational plan. It should be noted that educational planning should include the exploration concept as well as preparation. Through taking courses students can identify or confirm abilities and interests related to subject area content.

Two major publications of the AEL Career Decision-Making Program also may be used in this step. These two publications, "The School Subject-Occupation Index"[5] and "The College Major-Occupation Index,"[6] were specifically designed to relate Worker Trait Groups to high school subjects and college majors. Since the Worker Trait Groups are subclusters of the OVIS scales, the CDM materials provide direct linkage to educational programs. In addition, the next handout, "Using OVIS II with CDM for Educational Planning" contains two CDM Charts which were reformatted to link the 23 OVIS clusters to the high school subjects and college majors.

Conclusion

The OVIS II Career Exploration Station may be used in a variety of ways to meet individual students' needs. The OVIS II station approach illustrates a technique that is adaptable to a wide variety of assessment materials and guidance activities which are designed to initiate/stimulate students use of career information resources in the CRC.

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[5]The School Subject-Occupation Index; McKnight Publishing Company, Bloomington, Illinois; 1978

[6]The College Major-Occupation Index; McKnight Publishing Company, Bloomington, Illinois; 1978

It has been reported by CRC technicians and program directors using the OVIS II station that students become motivated and able to use the materials without difficulty. They also report that the station is being used effectively as a small group activity in a career guidance unit where students are involved in some of the steps as a group process and complete other steps on their own.

The next handout provides a materials and scoring service price list for OVIS II. It must be noted that the minimum scoring service is $20.00. Therefore, 13 MRC answer sheets need to be sent in at one time to use the $1.50 Basic Service scoring rate. One week should be allowed for processing plus mailing time each way. This is why Step 3 is used as an interim exploration activity.

The last handouts are a brochure on the Appalachia Educational Laboratory's Career Decision-Making Program and the "Insider Report" which is a newsletter describing various ways the CDM Program is being used. Since both the CDM Program and OVIS II are based upon the Worker Trait Group structure, they may be used together effectively.

In summary, the station approach provides an individualized, yet structured, self-instructional career exploration process. Students are able to complete the activities at their own pace using the CRC as a base for these activities, however, many of the activities may be completed outside of the CRC.

HOW LONG WILL IT TAKE?

It will take approximately six hours of your time to complete the basic activities, plus any additional time you wish to spend using the Career Resource Center and the materials available for exploration. However, the activities have been designed so that you may schedule them during periods when you have time available.

THE OVIS II STATION WILL NOT

- Make career decisions for you.
- Get you a job.

BUT IT WILL

- Help you discover groups of occupations related to your interests.
- Provide you with a systematic approach for career exploration.
- Help you form career goals and relate these to educational planning.

ARE YOU INTERESTED?

THEN SEE YOUR CAREER RESOURCE CENTER TECHNICIAN.

Career Resource Center

OVIS II

Career Exploration Station

ELK GROVE HIGH SCHOOL

Elk Grove, California

WHAT IS OVIS II?

OVIS II -- the Ohio Vocational Interest Survey -- is an interest inventory. By taking OVIS II you can relate your interests to 23 clusters of occupations which represent over 20,000 occupations in the world of work.

WHAT IS THE OVIS II CAREER EXPLORATION STATION?

The purpose of the OVIS II station is to help you identify your interests and use them in career exploration and educational planning. The activities have been designed around self-instructional materials which will tell you how to use them and where to get help if you need assistance with any of the steps.

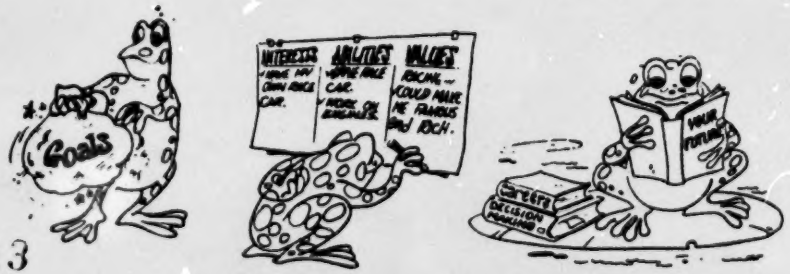
WHO IS IT FOR?

The activities of the OVIS II station will help students who:

- want to examine their interests
- want to learn how to use career information resources
- want help in career planning
- want to reexamine their career choices
- want help in educational planning

WHERE IS IT LOCATED?

The OVIS II station is located in the Career Education Resource Center. Some of the activities will involve use of the Center, but some can be done anywhere.



WHAT IS INVOLVED?

Following is a list of the steps involved, a brief description of their purpose, and the approximate amount of time each step will take.

ORIENTATION

This step will help you understand what interests are and how taking OVIS II can help you relate your interests to the world of work. You will watch a filmstrip and answer a questionnaire as part of this activity. (30 min.)

ASSESSMENT

This step will involve taking OVIS II. (30 min.)

You will also complete a Preference Questionnaire which will help you relate other personal characteristics to your interests and to occupations. (45 min.)

EXPLORATION (Phase I)

While your interest inventory is being scored, you will learn how to explore clusters of occupations in which you have expressed an interest. Also during this time you will learn what career information resources are available to you and how to use them. (60 min. plus)

INTERPRETATION

This step will help you interpret your interest inventory results. You will watch an interpretation filmstrip and have an opportunity to discuss your results with the Resource Center Technician and your counselor. (45 min.)

EXPLORATION (Phase II)

Using your measured and expressed interests along with other information about your personal characteristics, you will explore areas of the world of work and occupations. (60 min. plus)

EDUCATIONAL PLANNING

This step will help you relate the requirements of occupations you are exploring to selecting courses and programs and planning further education. (60 min. plus)

OVIS II *Career Exploration Station*

STUDENT GUIDE

Welcome to the OVIS II Career Exploration Station. You are now ready to start a series of activities to help you with your career exploration and educational planning. This Student Guide contains step-by-step instructions for using the materials and completing the activities.

You will need to do some of the activities in the Career Education Resource Center. However, many can be completed outside the Center as you have available time. The approximate time needed to complete each step is listed. It will take a total of about six hours, plus additional time you spend using the Center career information resources.

Before beginning the activities in each step, review what is involved. Determine what materials and time are needed, and which activities need to be completed in the Center. Now, follow the instructions in the six steps below.

STEP 1. ORIENTATION (30 minutes)

This step will help you understand what interests are and how taking an interest inventory can help you relate your interests to the world of work. You will watch a filmstrip and answer a questionnaire as part of this activity.

> Obtain the filmstrip, "Your Interests," from the Career Education Resource Center Technician.

Watch the filmstrip, then ask yourself the following questions. These will help you recall information presented in the filmstrip.

- What are interests?
- How are interests developed?
- Why are some interests likely to change?
- How are interests and aptitudes related?
- What is an interest inventory? Why is it not a test?

You should now have a general understanding of what interests are, how they are measured by OVIS II, and how you can use them for career exploration and educational planning.

> Return the filmstrip to the Technician and pick up a copy of the OVIS II Career Planner.

Now complete **Part 1, the Career Planning Questionnaire** in the **Career Planner**. Your answers to these questions will help you interpret the results of the interest inventory. After you have answered the questions, record your responses on the back cover of the **Career Planner** in the boxed section entitled, "Part 1 Summary – Career Planning Questionnaire."

STEP 2. ASSESSMENT (OVIS II, 30-45 minutes -- Preference Questionnaire, 45 minutes)

You are now ready to take the interest inventory – OVIS II. You will need to use your **Career Planner** as part of this activity.

> Obtain a copy of the OVIS II booklet and answer folder from the Center Technician. You will be briefed on how to record your responses and fill out the answer folder.

Begin by filling out the name grid on the answer folder along with the other identifying information. Next, using the summary information on the back of your **Career Planner**, transfer those responses to the section on the back of the answer folder labeled, "Career Planning Questionnaire."

You are now ready to complete the interest inventory. Even though you may have been given special instructions, you should read the directions on page 3 of the **Student Booklet**. Remember, OVIS II **is not a test.** There are no right or wrong answers.

> When you have completed the interest inventory, turn in your booklet and answer folder to the Center Technician.

The next assessment activity will help you identify other personal characteristics that you can relate to career and educational decisions. Turn to Part 2, Preference Questionnaire, in your **Career Planner**. Record your responses in the spaces provided.

After completing the Preference Questionnaire, transfer your responses to the summary band on the back cover of the **Career Planner**. Remember to use the same symbols that you used to answer the questions. When you have filled in the summary band, go on to the next step.

STEP 3. EXPLORATION (60 minutes, plus individual exploration time)

Now you are ready to begin your career exploration using your expressed interests and other information you have recorded in your **Career Planner**. You should complete this step while your responses to the interest inventory are being scored, which will usually take from two to four weeks.

> You will need to use a copy of the **Handbook for Exploring Careers**. Obtain the Handbook from the Center Technician. It should only be used in the Career Education Resource Center.

First, turn to Part 3, Exploring Clusters, in your **Career Planner**. On the Cluster Worksheet, page 8, enter the two career fields you chose in response to Question F of the Career Planning Questionnaire (you wrote them on the back of your **Career Planner**). These are your expressed interests.

Now read pages 4 and 5 of the Handbook, which explain how to read the Cluster descriptions. Then turn to the description of the Cluster whose name you wrote first on the Cluster Worksheet. From this point, follow the steps described under Section B, Reviewing Job Clusters, on pages 9 and 10 of the **Career Planner** EXCEPT for Step 2, which you should omit.

When you have completed Section B, you may stop your exploration if you wish or you may go on to explore occupations related to your expressed interests. Do this by following the directions in Part 4, Exploring Occupations, in your **Career Planner**. This time omit Steps 2, 3, and 6 of Section A. Follow Step 1 to learn how to read the Handbook charts. Then turn to the chart for the Cluster you entered first on your Cluster Worksheet and continue on with Step 4.

Do NOT use the Occupation Worksheet on page 13 of your **Career Planner**. Instead, a copy of the Worksheet may be obtained from the Center Technician. Also, copies of the Information Form referred to in Section B are available for summarizing information on each of the occupations you are exploring. Remember, if you need help with any of the steps or in finding occupational information resources, see the Center Technician.

When your interest inventory results are available, go to the next step.

STEP 4. INTERPRETATION OF OVIS II RESULTS (45 minutes)

View the filmstrip, "Interpreting OVIS II." This filmstrip will give you a general understanding of your interest inventory results printed out on your Student Report.

Obtain a copy of the filmstrip from the Center Technician.

After viewing the filmstrip, examine your results. Note that information is given on the back of your Student Report to help you interpret your results. The filmstrip and these general instructions should provide you with a basic interpretation.

When you return the filmstrip, see the Technician to make sure you understand how to interpret the Report. It is also recommended that you see your counselor for additional assistance or interpretation if needed.

When you are satisfied that you know how to interpret the results on your Student Report, you are ready to go to the next step.

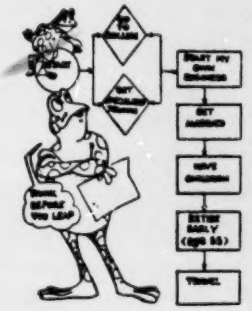
STEP 5. EXPLORATION (60 minutes, plus individual exploration time)

To complete this step, you will need your **Career Planner**, your interest inventory results, and a copy of the **Handbook for Exploring Careers** (available for use in the Center). Now you will complete all of Parts 3 and 4 of the **Career Planner** to explore your interests as measured by the interest inventory. You completed selected activities from these two parts while your interest inventory was being scored.

The amount of time that you spend on exploration is up to you. You may wish to explore only the Cluster of greatest interest to you and then go to the next Step, Educational Planning, before returning to explore other Clusters. By going through all the Steps, you will have learned the process of first exploring Clusters, then specific occupations, and finally relating the requirements of work to educational planning.

When you have completed exploring **at least one Cluster** and related occupations, go to the next step.

STEP 6. EDUCATIONAL PLANNING (60 minutes)



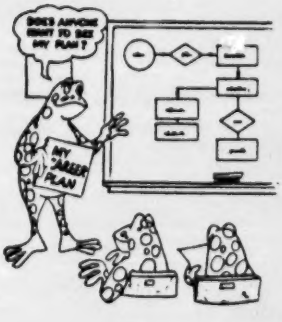
This Step is very important. It can help you identify school courses that are related to careers that interest you. You may wish to schedule some courses related to a Career Cluster or occupation in order to see whether you are really interested in the subject matter and whether you have the abilities needed to learn the subject.

Turn to Part 5, Making Educational Plans, in your **Career Planner.** Using an occupation that interests you, follow the steps listed and complete the Educational Planning Worksheet on page 15. This activity will help you identify skills and abilities related to an occupation and courses that you may wish to include as part of your high school program. Your high school has required courses plus electives. You should know what the requirements are and what courses you have an opportunity to select.

> See the Center Technician for information on required courses and electives. Obtain a form that will help you keep a list of requirements of the occupations you find interesting and the courses you may wish to schedule as part of your high school program.

In addition to information you obtain from the occupational information resources you use, there are two Indexes available to help you relate the OVIS II Clusters and occupations to high school subjects and college majors. These two publications are the **School Subject-Occupation Index** and the **College Major-Occupation Index.**

> See your Center Technician for these publications and information on how to use them.

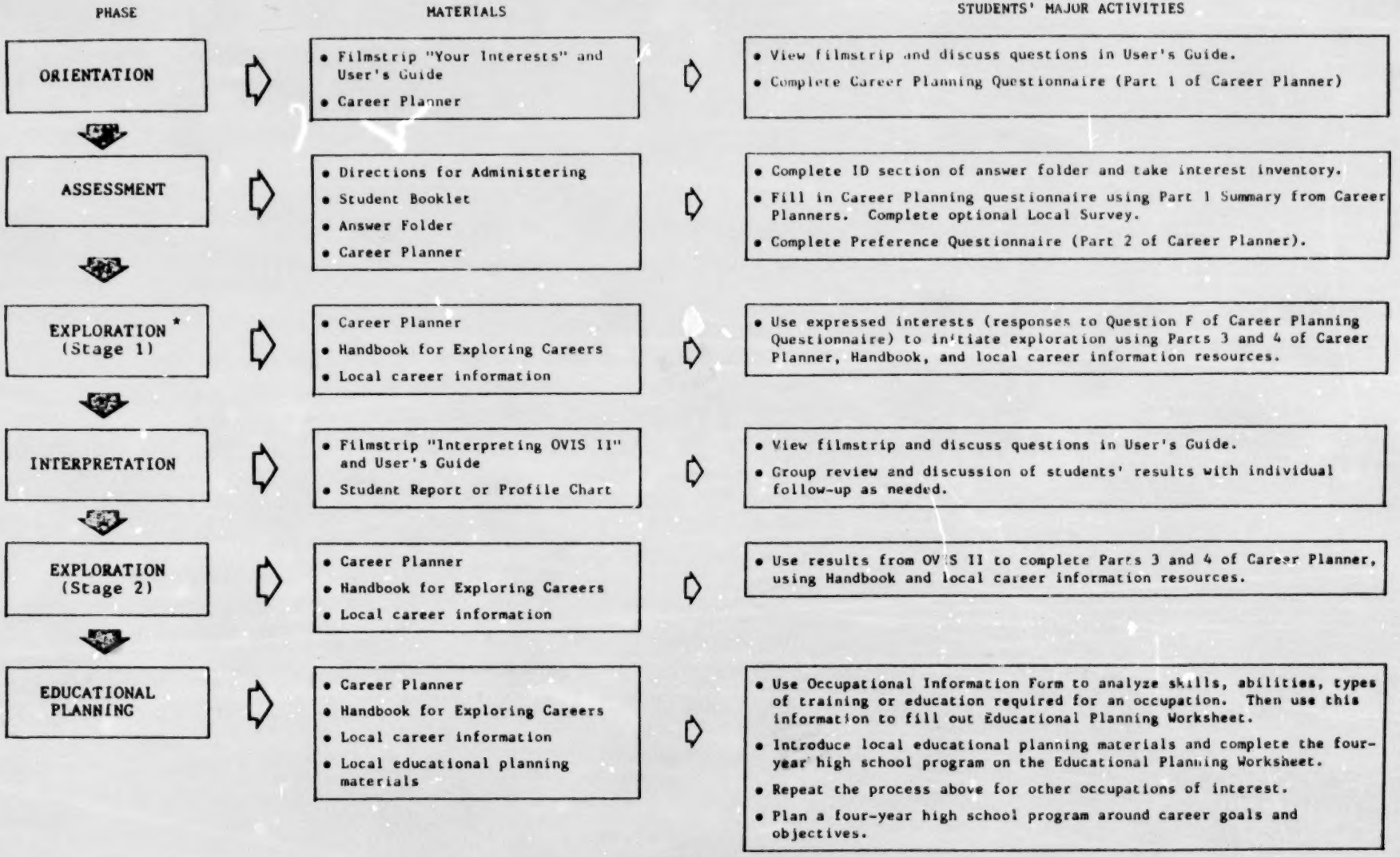


You should complete the Educational Planning Worksheet for at least one occupation before returning to exploring other Clusters and occupations. The process of exploring Clusters and specific occupations should help you develop a better understanding of the world of work and the educational programs offered in your school.

The interest inventory, OVIS II, is only part of the information you need in making career and educational decisions. However, your interests provide an important starting point for career exploration. The amount of time and effort you spend now can help you in the future.

GOOD LUCK!

OVIS II CAREER EXPLORATION SYSTEM


PHASE
MATERIALS
STUDENTS' MAJOR ACTIVITIES
ORIENTATION
• Filmstrip "Your Interests" and User's Guide
• Career Planner
• View filmstrip and discuss questions in User's Guide.
• Complete Career Planning Questionnaire (Part 1 of Career Planner)
ASSESSMENT
• Directions for Administering
• Student Booklet
• Answer Folder
• Career Planner
• Complete ID section of answer folder and take interest inventory.
• Fill in Career Planning questionnaire using Part 1 Summary from Career Planners. Complete optional Local Survey.
• Complete Preference Questionnaire (Part 2 of Career Planner).
EXPLORATION * (Stage 1)
• Career Planner
• Handbook for Exploring Careers
• Local career information
• Use expressed interests (responses to Question F of Career Planning Questionnaire) to initiate exploration using Parts 3 and 4 of Career Planner, Handbook, and local career information resources.
INTERPRETATION
• Filmstrip "Interpreting OVIS II" and User's Guide
• Student Report or Profile Chart
• View filmstrip and discuss questions in User's Guide.
• Group review and discussion of students' results with individual follow-up as needed.
EXPLORATION (Stage 2)
• Career Planner
• Handbook for Exploring Careers
• Local career information
• Use results from OVIS II to complete Parts 3 and 4 of Career Planner, using Handbook and local career information resources.
EDUCATIONAL PLANNING
• Career Planner
• Handbook for Exploring Careers
• Local career information
• Local educational planning materials
• Use Occupational Information Form to analyze skills, abilities, types of training or education required for an occupation. Then use this information to fill out Educational Planning Worksheet.
• Introduce local educational planning materials and complete the four-year high school program on the Educational Planning Worksheet.
• Repeat the process above for other occupations of interest.
• Plan a four-year high school program around career goals and objectives.

*Interim activities to be followed if there is a time lapse while interest inventory is being processed.

Chart developed by David W. Winefordner, OVIS II consultant, for use in workshops. A similar chart will appear in the OVIS II Manual for Interpreting.